



SC Annual School Report Card Summary

Midland Valley Preparatory School
AIKEN COUNTY
Grades: K-8 Enrollment: 192
Principal: Patricia M. Strom
Superintendent: Dr. Elizabeth Everitt
Board Chair: Mrs. Rosemary B. English

| PERFORMANCE | | Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request. | | | | |
|-------------|-----------------|--|--------------------------------|-----------------|---|--------------------------|
| YEAR | ABSOLUTE RATING | GROWTH RATING | PALMETTO GOLD AND SILVER AWARD | | ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM | |
| | | | General Performance | Closing the Gap | ESEA Grade | Accountability Indicator |
| 2014 | Below Average | Excellent | TBD | TBD | B | N/A |
| 2013 | At-Risk | Below Average | N/A | N/A | F | N/A |
| 2012 | Below Average | Average | N/A | N/A | B | N/A |

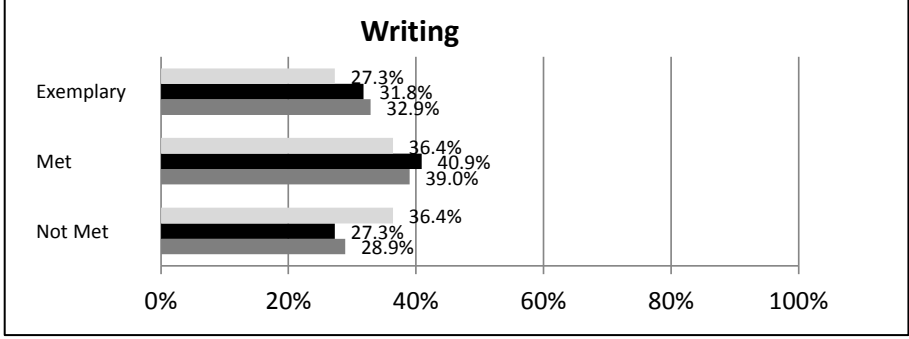
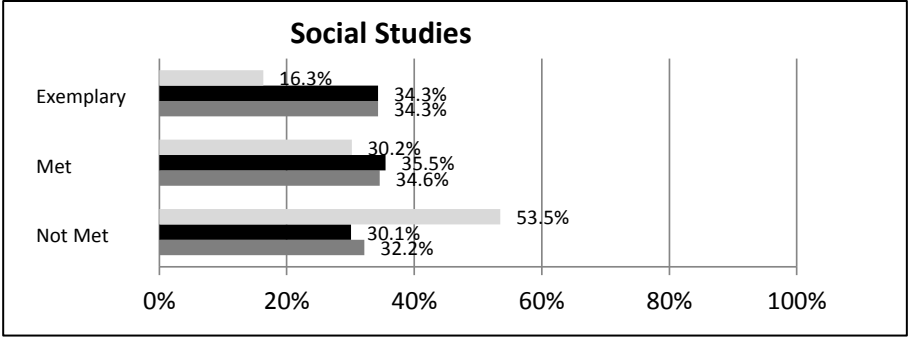
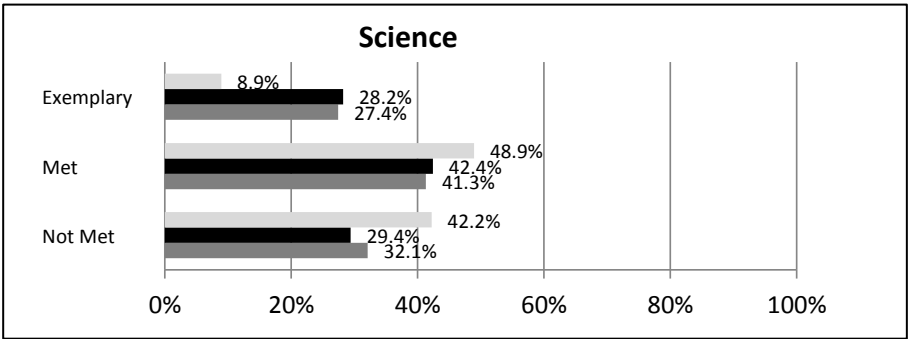
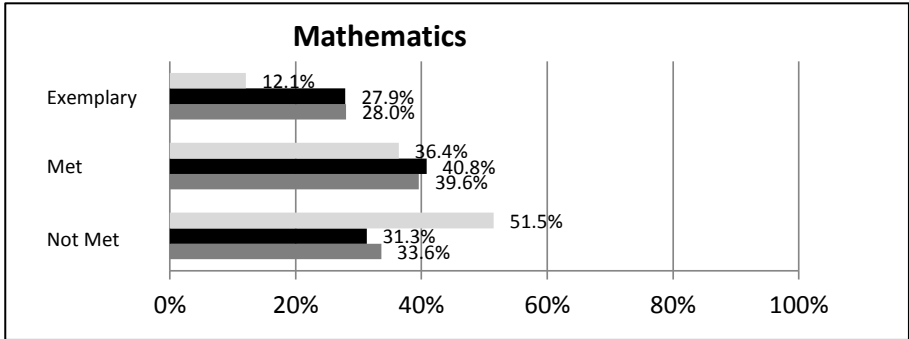
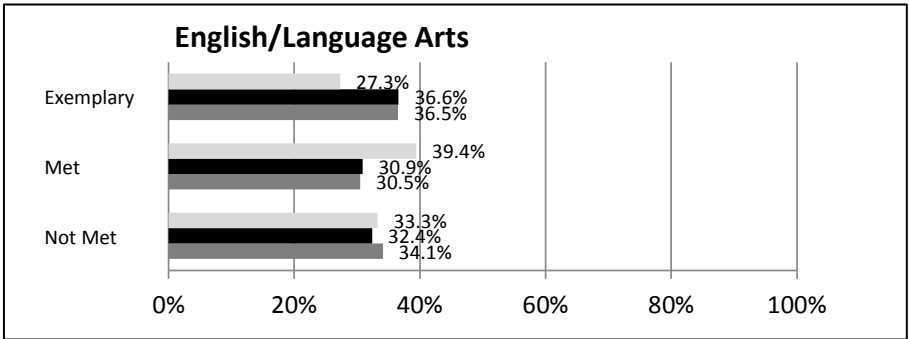
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | AT-RISK |
|-----------|------|---------|---------------|---------|
| 6 | 16 | 45 | 3 | 0 |

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

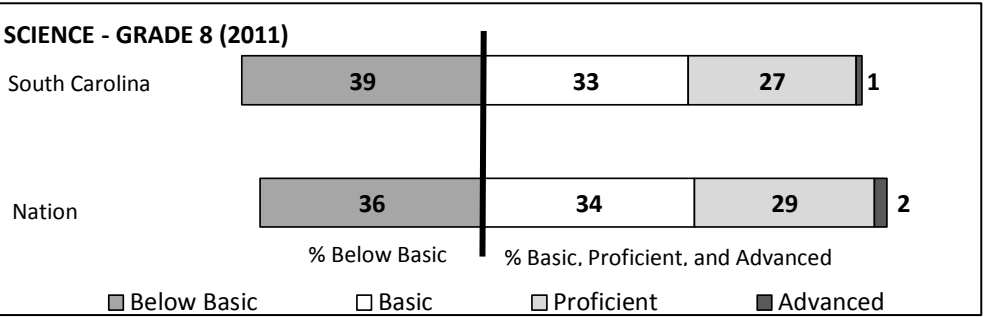
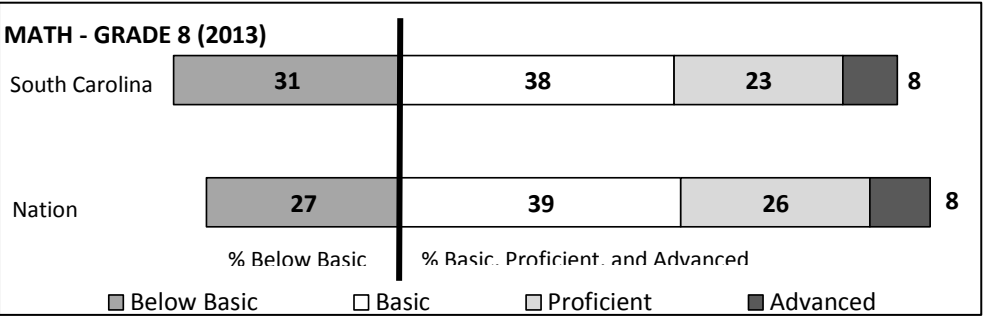
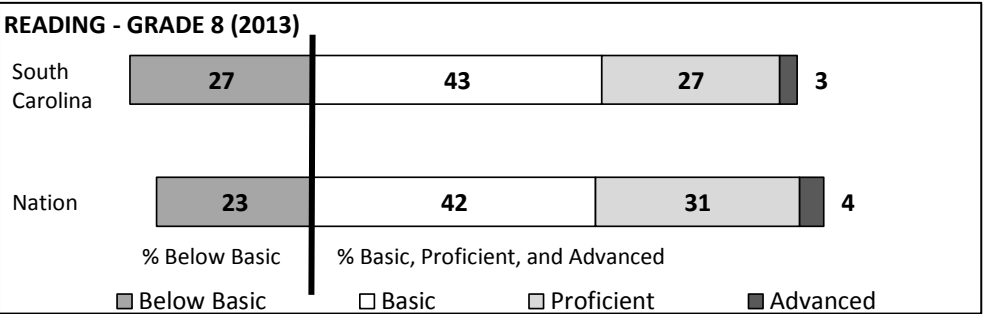
SC PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle Schools Statewide



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



END OF COURSE TESTS - 2014

| % of Students scoring 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---------------------------------------|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 83.3% | 98.3% |
| English 1 | 91.7% | 95.7% |
| Biology 1 | N/A | N/A |
| US History and the Constitution | N/A | N/A |
| All Subjects | 87.5% | 97.9% |

SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

Midland Valley Preparatory School
AIKEN COUNTY
SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle Schools |
|---|------------|-----------------------|--|--------------------------|
| Students (n = 192) | | | | |
| Students Enrolled in high school credit courses (grades 7 & 8) | 25.0% | Down from 47.1% | 27.1% | 26.0% |
| Retention rate | 3.2% | Down from 4.0% | 0.9% | 0.6% |
| Attendance rate | 96.6% | Up from 96.4% | 95.9% | 96.2% |
| Served by gifted and talented program | 10.0% | Up from 5.2% | 20.0% | 19.4% |
| With disabilities | 13.7% | Down from 17.2% | 13.4% | 12.8% |
| Older than usual for grade | 5.8% | Down from 6.9% | 5.2% | 4.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.0% | Up from 0.6% | 0.6% | 0.4% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n = 13) | | | | |
| Teachers with advanced degrees | 38.5% | Up from 33.3% | 61.6% | 61.3% |
| Continuing contract teachers | 69.2% | Down from 83.3% | 77.6% | 75.9% |
| Teachers returning from previous year | 86.5% | Down from 94.9% | 85.7% | 85.4% |
| Teacher attendance rate | 93.2% | Down from 95.8% | 94.9% | 95.2% |
| Average teacher salary* | \$37,622 | Down 0.2% | \$47,300 | \$47,081 |
| Classes not taught by highly qualified teachers | 36.0% | Up from 4.0% | 6.2% | 5.8% |
| Professional development days/teacher | 16.6 days | Up from 8.5 days | 11.6 days | 10.6 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 3.0 | 5.0 | 3.0 |
| Student-teacher ratio in core subjects | 19.5 to 1 | Up from 18.9 to 1 | 22.4 to 1 | 21.5 to 1 |
| Prime instructional time | 87.9% | Down from 91.2% | 89.7% | 90.1% |
| Opportunities in the arts | Poor | No change | Good | Good |
| SACS accreditation | No | No change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 99.4% | 98.7% | 99.0% |
| Character development program | Excellent | Up from Below Average | Good | Good |
| Dollars spent per pupil** | \$7,288 | Up 1.2% | \$7,310 | \$7,616 |
| Percent of expenditures for instruction** | 66.0% | No change | 61.9% | 62.0% |
| Percent of expenditures for teacher salaries** | 59.9% | Down from 61.0% | 61.1% | 61.3% |
| ESEA composite index score | 82.2 | Up from 43.0 | 77.4 | 77.9 |

* Length of contract = 185+ days.
**Prior year audited financial data available.

EVALUATION RESULTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 18 | 44 | 43 |
| Percent satisfied with learning environment | 100.0% | 88.6% | 81.4% |
| Percent satisfied with social and physical environment | 94.7% | 84.1% | 90.7% |
| Percent satisfied with school-home relations | 100.0% | 86.4% | 86.0% |

*Only students at the highest middle school grade level at this school and their parents were included.

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The school’s mission is to create a learning environment that will empower students with the knowledge they need to become lifelong learners through strategies of project based learning, print rich environments, and confident decision making abilities and to maintain a strong foundation in order to become productive and active members of society through the sharing of the knowledge with which they are empowered.

The school has developed an academic environment that encourages risk taking as a desired action for learning. The School is always in the process of developing and researching best practices. It is a fundamental belief of the entire faculty that as our learning evolves so do our classrooms and thus the learning of the students. Some programs in place currently are: Gifted and Talented Program (grades 3-8); Modified Daily Five instructional practices , Service Learning Projects, Math Interventions, Reading Interventions, Inclusive Special Education Program , Response to Intervention, Ability Grouping for Team Teaching Models, Differentiated Instruction, Project-Based Curriculum, Consistent Progress Monitoring for targeted areas of improvement.

The school’s charter inclusively employs the idea that education should be an ever evolving ever changing dynamic because the world is an ever changing place. We feel that in order to sustain our ability to keep up with the demands of an ever changing world, as educators we must continue our education and be innovators of curriculum so our students become productive members of society. This belief drives the school to provide professional development opportunities for its teaching staff in order to promote horizontal integration of lessons across grade levels, as well as vertical integration of overarching academic topics up the grade level ladder. One of the key drivers to this entire academic approach is the renewed commitment for pushing more resources to the classroom.

This school year, 2013-2014, brought

1. Implementation of Measures of Academic Progress to progress monitor student’s progress. This is a computer based assessment tool used 3 times yearly for progress monitoring. The tool assists the teachers target their teaching for the students they teach.
2. Implementation of Standards. The school believes that through innovative initiatives with respect to curriculum offered by teachers that the goals provided by any standards are achievable and if Statewide testing is based on certain goals then we would be irresponsible not to offer that goal to our teachers and students. The school will approach the goal of any standard with the same positive attitude.
3. Hire of an (RTI) Response to Intervention teacher. This teacher helped teachers interpret data and target their instruction and moved from classroom to classroom to meet the individual student needs.
4. Development of a Data Team to assist teachers in reading data and to the correct target and intervention so that a response to and intervention should be clear.
5. Changed the model that Special Education is delivered to the students.. An examination of the program surfaced a need for a more a progressive approach to offering our Special Education to our students. An inclusive model of instruction with Co-teaching opportunities was implemented so that students were in their regular education classroom for the core subject areas.
6. The training of two teachers to become Gifted and Talented endorsed through the State Department of Education.